

**A CORRELATIONAL STUDY OF ACADEMIC SELF-CONCEPT, GRAMMAR
MASTERY AND WRITING SKILL OF THE TENTH GRADE STUDENTS OF
SMA NEGERI 1 NGEMPLAK BOYOLALI IN THE ACADEMIC YEAR OF
2014/2015**



Rias Gianiva Desi

K2210070

A Thesis

**Submitted to the Teacher Training and Education Faculty of
Sebelas Maret University to Fulfill One of the Requirements for Getting
the Undergraduate Degree of English Education**

**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2016**

PRONOUNCEMENT

I would like to certify that the thesis entitled “A Correlational Study of Academic Self-Concept, Grammar Mastery and Writing Skill of the Tenth Grade Students of SMA Negeri 1 Ngemplak Boyolali in the academic year of 2014/2015” is really my own work. It is not plagiarism or made by others. Everything related to others’ works is written in quotation, the sources of which are listed on bibliography.

If then this pronouncement proves wrong, i am ready to receive any academic punishment.

Surakarta, Januari 2016



Rias Gianiva Desi

ABSTRACT

Rias Gianiva Desi. K2210070. A Correlational Study of Academic Self-Concept, Grammar Mastery and Writing Skill of on the Tenth Grade Students of SMA Negeri 1 Ngemplak Boyolali in the Academic Year of 2014/2015. English Education Department. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sebelas Maret, Surakarta 2016.

The objectives of this research are to report the result of a correlational study of: (1) academic self-concepts and writing skill; (2) grammar mastery and writing skill; and (3) academic self-concept, grammar mastery and writing skill.

This research used quantitative method, that is, correlational study. The study was carried out in Mei 2015 at SMA Negeri 1 Ngemplak Boyolali. The population was all the tenth grade students of SMAN 1 Ngemplak Boyolali in the academic year of 2014/2015 consisting of seven classes. Class X-6 was taken as the sample by using cluster random sampling. The data were obtained by means of questionnaire to collect the data of academic self-concept and tests to collect the data of grammar mastery and writing skill. The techniques that are used to analyze the data were Single Correlation and Multiple Regression Correlation.

The results of the data analysis shows that in the level of significance $\alpha = 0.05$ (1) there is a correlation between academic self-concept and writing skill ($r_{x1y} = 0.4501 > r_t = 0.349$); (2) there is a correlation between grammar mastery and writing skill ($r_{x1y} = 0.3699 > r_t = 0.349$); (3) there is a correlation between academic self-concept and grammar mastery toward writing skill ($R_{y12} = 0.563$ and $F_o = 6.75 > F_t = 3.33$).

The results of this research also show that academic self-concept and grammar mastery are important factors that give contribution to writing skill. Both academic self-concept and grammar mastery have positive contribution to writing skill that is 31.77%. Thus, academic self-concept and grammar mastery should be considered in increasing writing skill, although the factors are not only variables determining writing skill.

Keywords: *correlation, academic self-concepts, grammar mastery, writing skill*

ABSTRAK

Rias Gianiva Desi. K2210070. A Correlational Study of Academic Self-Concept, Grammar Mastery and Writing Skill of on the Tenth Grade Students of SMA Negeri 1 Ngemplak Boyolali in the Academic Year of 2014/2015. Skripsi. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sebelas Maret, Surakarta 2016.

Tujuan dari penelitian ini adalah untuk melaporkan hasil dari studi korelasi: (1) konsep diri akademik dan keterampilan menulis; (2) penguasaan grammar and keterampilan menulis; and (3) konsep diri akademik, penguasaan grammar and keterampilan menulis.

Penelitian ini menggunakan metode kuantitatif, yaitu studi korelasi. This research used quantitative method, that is, correlational study. Penelitian ini dilaksanakan pada bulan Mei 2015 di SMA Negeri 1 Ngemplak Boyolali. Populasi dari penelitian ini adalah seluruh siswa kelas sepuluh SMA Negeri 1 Ngemplak Boyolali tahun ajaran 2014/2015 yangmana terdiri dari tujuh kelas. Kelas X-6 diambil sebagai sample dengan menggunakan cluster random sampling. Data diperoleh dengan menggunakan kuesioner untuk mengumpulkan data dari konsep diri akademik dan tes untuk mengumpulkan data dari penguasaan grammar dan keterampilan menulis. Teknik yang digunakan untuk menganalisis data adalah Single Correlation and Multiple Regression Correlation.

Hasil dari analisis data menunjukkan bahwa pada level signifikan $\alpha = 0.05$ (1) ada korelasi antara konsep diri akademik dan keterampilan menulis ($r_{xly} = 0.4501 > r_t = 0.349$); (2) ada korelasi antara penguasaan grammar dan keterampilan menulis ($r_{xly} = 0.3699 > r_t = 0.349$); (3) ada korelasi antara konsep diri akademik, penguasaan grammar terhadap keterampilan menulis ($R_{y12} = 0.563$ and $F_o = 6.75 > F_t = 3.33$).

Hasil dari penelitian ini juga menunjukkan bahwa konsep diri akademik dan penguasaan grammar adalah faktor penting yang memberikan kontribusi terhadap keterampilan menulis. Konsep diri akademik dan penguasaan grammar memiliki kontribusi positif terhadap ketrampilan menulis yaitu 31.77%. Dengan demikian, konsep diri akademik dan penguasaan grammar seharusnya dipertimbangkan dalam meningkatkan keterampilan menulis, meskipun bukan hanya kedua variable tersebut yang menentukan keterampilan menulis.

Keywords: *korelasi, konsep diri akademik, penguasaan grammar, keterampilan menulis*

THE APPROVAL OF THE CONSULTANS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English department of Teacher Training and Education Faculty, Sebelas Maret University.

On :

By :

Approved by:

Consultant I



Drs. Gunarso Susilohadi, M. Ed., TESOL
NIP. 19540315 198503 1 002

Consultant II



Kristiandi, S. S., M. A.
NIP. 19770720 200112 1 001

LEGITIMATION OF THESIS EXAMINERS

This thesis has been examined by Board of Thesis Examiners of Teacher Training and Education Faculty of Sebelas Maret University and accepted as partial fulfillment of the requirements for the Undergraduate Degree of Education in English

Day :

Date :

Board of Thesis Examiners

1. Chairman : Teguh Sarosa, S.S., M. Hum
NIP. 19730205 200604 1 001
2. Secretary : Prof. Dr. Joko Nurkamto, M. Pd
NIP. 19610124 198702 1 001
3. Examiner I : Drs. Gunarso Susilohadi, M. Ed., TESOL
NIP. 19540315 198503 1 002
4. Examiner II : Kristiandi, S. S., M. A.
NIP. 19770720 200112 1 001

Signature

(.....)

(.....)

(.....)

(.....)

Teacher Training and Education Faculty

Sebelas Maret University



Prof. Dr. Joko Nurkamto, M. Pd

NIP. 19610124 198702 1 001

MOTTO

*Life only comes around once
so do whatever makes you happy,
and be with whoever makes you smile.*

(Rias G. D)

*As soon as you commit to growth and change,
You will be tested!!
Be ready!*

(Tony Gaskins)

DEDICATION

This thesis is heartily dedicated to:

- Allah S.W.T the Almighty.
- My beloved parents, Mr. Bagiyono Mrs. Ruji Endarwati, and my dearest sister and brother, Farida Nuri'ah and Farauk Kadoumi thanks for your love, pray, and support.

ACKNOWLEDGMENT

First and foremost, all praises are for the Almighty God, Allah SWT, for blessing me and the opportunity to accomplish this thesis. It is obvious that I would never have been able to finish my thesis without several people who in one way or another gave me guidance and support. Therefore, I would like to express my sincere gratitude to:

1. Prof. Dr. Joko Nurkamto, M.Pd, the Dean of Teacher Training and Education Faculty of Sebelas Maret Surakarta;
2. Teguh Sarosa, S.S., M.Hum, the Head of English Education Department;
3. Drs.Gunarso Susilohadi, M.Ed TESOL., the first advisor, who always gives guidance, excellent advice, correction, encouragement and patience to explain me in the process of writing this work,
4. Kristiandi, S. S., M. A., the first advisor, who always gives critical comments, thoughtful guidance, valuable advice and correction in the process of completing this work,
5. Drs. Sunarno, M.Pd., the Headmaster of SMA Negeri 1 Ngemplak Boyolali, who gives his permission to conduct the research,
6. Stefanus Kristianto. S. Pd as Vice Headmaster in Curriculum, who gives his help from the beginning of carrying out the research,
7. Ari Makmuroh, S. Pd, the English Teacher in SMA Negeri 1 Ngemplak Boyolali, who gives her help and guidance during the researching process,
8. Board of English Education Department lecturers, who always give knowledge during my four year of study,
9. Septian Dwi Hardika who always support, accompany, care, love and keep me up during the process of completing this work.

10. Icing's family. Rika, Nirmala and Roma who always make my day wonderful. Thank you for our togetherness at least 5 years.
11. Class B English Education Department batch 2010, thank you for the great atmosphere during our classes since first year.
12. Everyone who gave me another super-motivation but I cannot mention one by one.

This thesis is far from completeness, any error or imperfection may appear in this work. For comments, suggestion, feedbacks are very welcome.

Surakarta, Januari 2016

Rias Gianiva Desi

TABLE OF CONTENTS

TITLE.....	i
PRONOUNCEMENT	ii
ABSTRACT	iii
ABSTRAK	iv
APPROVAL OF THE CONSULTANTS	v
APPROVAL OF THE THESIS EXAMINERS	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	xi
LIST OF TABLE	xiv
LIST OF FIGURE.....	xv
LIST OF APPENDICES	xvi
CHAPTER I: INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of the Problem	4
C. The Limitation of the Problem	4
D. The Formulation of the Problems	5
E. The Objectives of The Study	5
F. The Benefits of the Study	5

CHAPTER II: THEORETICAL REVIEW	7
A. The Nature of Writing Skill	7
1. The Definitions of Writing Skill	7
2. The Process of Writing.....	9
3. The Purposes of Writing	10
4. The Components of Writing	10
B. The Nature of Academic Self-Concept	12
1. The Definitions of Self-Concept	12
2. The Definitions of Academic Self-Concept	14
3. The Elements of Self-Concept	15
C. The Nature of Grammar Mastery	17
1. The Definitions of Grammar	17
2. The Definitions of Grammar Mastery	18
3. The Scope of Grammar	19
D. Rationale	26
1. Correlation between Academic Self-Concept and Writing Skill	26
2. Correlation between Grammar Mastery and Writing Skill	27
3. Correlation between Academic Self-Concept, Grammar Mastery and Writing Skill.....	28
E. Hypothesis	29
CHAPTER III: RESEARCH METHODOLOGY	30
A. The Objectives of the Research.....	30
B. The Setting of the Research	30
C. The Method of the Research	30
D. Research Variables.....	32
E. The Subject of the Study	33
1. Population	33

2. Sample.....	33
3. Sampling	33
F. Techniques of Collecting Data.....	34
1. The Instruments of Collecting Data	34
2. The Instruments of Try Out.....	36
G. Techniques of Analysing	40
1. Prerequisite Test.....	40
2. Hypothesis Testing.....	42
H. Statistical Hypothesis	44
CHAPTER IV: RESULT OF THE STUDY	46
A. The Description of Data	46
1. Academic Self-Concept Data (X_1)	46
2. Grammar Mastery Data (X_2).....	48
3. Writing Skill Data (Y).....	51
B. The Analysis of Pre-requisite Test.....	53
1. Normality Test	53
2. Linearity of Regression Test	54
3. Significance of Regression Test.....	55
C. The Hypothesis Testing.....	56
D. The Discussion of the Research Finding	59
CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION	62
A. Conclusion	62
B. Implication	63
C. Suggestion	64
REFERENCES.....	65
APPENDICES	69

LIST OF TABLES

Table 3.1 The Score of Academic Self-Concept Questionnaire	39
Table 3.2 The Score of Writing Skill Test	39
Table 3.3 Reliability test of Academic Self-Concept (X_1) try out and Grammar Mastery (X_2)	39
Table 4.1 The Data of Academic Self-Concept	46
Table 4.2 Frequency Distribution of Academic Self-Concept Data	47
Table 4.3 The Classification of Academic Self-Concept Data	47
Table 4.4 The Data of Grammar Mastery	49
Table 4.5 Frequency Distribution of Grammar Mastery Data	49
Table 4.6 The Classification of Grammar Mastery	50
Table 4.7 The Data of Writing Skill	51
Table 4.8 The Frequency Distribution of Writing Skill	51
Table 4.9 The Classification of Writing Skill	52
Table 4.10 Normality Test of Writing Skill (Y), Academic Self-Concept (X_1) and Grammar Mastery (X_2)	54
Table 4.11 Linearity of Regression Test of Academic Self-Concept, Grammar Mastery and Writing Skill	55
Table 4.12 Significance of Regression Test of Academic Self-Concept, Grammar Mastery and Writing Skill	55

LIST OF FIGURES

Figure 2.1. Structure of Self-Concept	16
Figure 3.1. The Relationship between Independent and Dependent Variables	32
Figure 4.1. Histogram and Polygon of Academic Self-Concept Data	47
Figure 4.2. Histogram and Polygon based on Classification of Academic Self-Concept	48
Figure 4.3. Histogram and Polygon of Grammar Mastery Data	49
Figure 4.4. Histogram and Polygon based on Classification of Grammar Mastery ...	50
Figure 4.5. Histogram and Polygon of Writing Skill Data	52
Figure 4.6. Histogram and Polygon based on Classification of Writing Skill	52
Figure 4.7. Polygon based on Classification of Academic Self-Concept, Grammar Mastery and Writing Skill	53

LIST OF APPENDICES

Appendix 1. List of Students joining Try Out	70
Appendix 2. List of Students joining Tests	71
Appendix 3a. The Blueprint of Academic Self-Concept (Try Out).....	72
Appendix 3b. The Instrument of Academic Self-Concept (Try Out)	73
Appendix 3c. The Scoring Rubric of Academic Self-Concept (Try Out).....	76
Appendix 4. Student's Worksheet of Academic Self-Concept (Try Out)	77
Appendix 5a. The Blueprint of Grammar Mastery (Try Out).....	79
Appendix 5b. The Instrument of Grammar Mastery (Try Out)	80
Appendix 5c. The Answer Key of Grammar Mastery (Try Out).....	87
Appendix 6. Student's Worksheet of Grammar Mastery (Try Out)	88
Appendix 7a. The Readability Test of Writing Skill (Try Out).....	89
Appendix 7b. Student's Worksheet of Readability Test Writing Skill (Try Out)	90
Appendix 8a. The Blueprint of Academic Self-Concept (Take Data)	91
Appendix 8b. The Instrument of Academic Self-Concept (Take Data).....	92
Appendix 8c. The Scoring Rubric of Academic Self-Concept (Take Data).....	94
Appendix 9. Student's Worksheet of Academic Self-Concept (Take Data).....	95
Appendix 10a. The Blueprint of Grammar Mastery (Take Data).....	97
Appendix 10b. The Instrument of Grammar Mastery (Take Data)	98
Appendix 10c. The Answer Key of Grammar Mastery (Take Data).....	102
Appendix 11. Student's Worksheet of Grammar Mastery (Take Data).....	103
Appendix 12a. The Blueprint of Writing Skill (Take Data)	104
Appendix 12b. The Instrument of Writing Skill (Take Data).....	105

Appendix 12c. The Scoring Rubric of Writing Skill (Take Data)	106
Appendix 13. Student's Worksheet of Writing Skill (Take Data)	108
Appendix 14. Validity Test of Academic Self-Concept (X_1)	109
Appendix 15a. Reliability Test of Academic Self-Concept (X_1)	111
Appendix 15b. The Computation of Reliability Test of Academic Self-Concept (X_1)	113
Appendix 16. Validity Test of Grammar Mastery (X_2)	114
Appendix 17a. Reliability Test of Grammar Mastery (X_2)	116
Appendix 17b. The Computation of Reliability Test of Grammar Mastery	117
Appendix 18. Readability Test of Writing Skill (Y)	118
Appendix 19a. The Main Data of Academic Self-Concept (X_1), Grammar Mastery (X_2), and Writing Skill (Y)	119
Appendix 19b. The Computation of Mean, Mode Median and Standard Deviation	120
Appendix 20a. Normality Test of Academic Self-Concept (X_1) Data	126
Appendix 20b. The Computation of Normality Test of Academic Self-Concept (X_1)	127
Appendix 21a. Normality Test of Grammar Mastery (X_2) Data	128
Appendix 21b. The Computation of Normality Test of Grammar Mastery (X_2)	129
Appendix 22a. Normality Test of Writing Skill (Y)	130
Appendix 22b. The Computation of Normality Test of Writing Skill (Y)	131
Appendix 23a. Table Linearity Test and Significance Regression of Academic Self- Concept (X_1) to Writing Skill (Y)	132
Appendix 23b. The Computation of Linearity Test of Academic Self-Concept (X_1) to Writing Skill (Y)	134
Appendix 23c. Linearity Test of Academic Self-Concept (X_1) to Writing Skill (Y)	135
Appendix 24a. Table Linearity Test and Significance Regression of Grammar Mastery (X_2) to Writing Skill (Y)	136
Appendix 24b. The Computation of Linearity Test of Grammar Mastery (X_2) to Writing Skill (Y)	138

Appendix 24c. Linearity Test of Grammar Mastery (X_2) to Writing Skill (Y)	139
Appendix 25a. Analysis of Single Correlation Coefficient of Academic Self-Concept (X_1) and Writing Skill (Y).....	140
Appendix 25b. The Computation of Correlation Coefficient of Academic Self-Concept (X_1) to Writing Skill (Y)	141
Appendix 26a. Analysis of Single Correlation Coefficient of Grammar Mastery (X_2) and Writing Skill (Y)	142
Appendix 26b. The Computation of Correlation Coefficient of Grammar Mastery (X_2) and Writing Skill (Y).....	143
Appendix 27a. Multiple Linear Regressions of Academic Self-Concept (X_1) and Grammar Mastery (X_2) simultaneously and Writing Skill (Y)	144
Appendix 27b. The Computation of Multiple Linear Regression of Academic Self- Concept (X_1) and Grammar Mastery (X_2) and Writing Skill (Y)	145
Appendix 28a. Multiple Correlation of Academic Self-Concept (X_1) and Grammar mastery (X_2) simultaneously and Writing Skill (Y)	148
Appendix 28b. The Computation of Multiple Correlation of Academic Self-Concept (X_1) and Grammar Mastery (X_2) and Writing Skill (Y)	149
Appendix 29. r -Table	150
Appendix 30. Standard Normal Distribution Table	151
Appendix 31. L -Table	152
Appendix 32. t -Table	153
Appendix 33. F -Table	154
Appendix 34. Legalizations	155
Appendix 35. Sillabus	159